
2018-2019

EPP Bachelor Performance Report

Methodist University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Methodist University is a co-educational, independent liberal arts university located in Fayetteville, North Carolina. The University is committed to an ecumenical spirit, respects diversity, and recognizes the dignity and worth of all human beings.

The purpose of Methodist University is to provide an undergraduate and graduate education firmly grounded in the liberal arts tradition that nurtures moral values and ethical decision making; to provide distinctive professional and graduate programs that complement the undergraduate programs; to provide educational and cultural services and resources to the community; and to prepare students for a variety of careers and educational pursuits. The

university is comprised of six schools: The Charles M. Reeves School of Business and Economics; the School of Arts and Humanities; the School of Science and Human Development; the School of Public Affairs; the School of Health Sciences; and the School of Graduate Studies.

Methodist University's 2,478 students hail from 41 states and 51 countries. The university is comprised of traditional residential students as well as commuters of all ages. A sizeable portion of students are military or ex-military members. Methodist University is committed to helping each student grow toward wholeness physically, mentally, socially, spiritually, and academically. The University's programs are based on the conviction that a liberally educated person is sensitive to the needs and rights of others.

The Southern Association of Colleges and Schools accredits Methodist University. In addition, it has a cooperative program with the Defense Language Institute and, with three other campuses, and is a member of the North Carolina Southeastern Consortium for International Education.

Special Characteristics

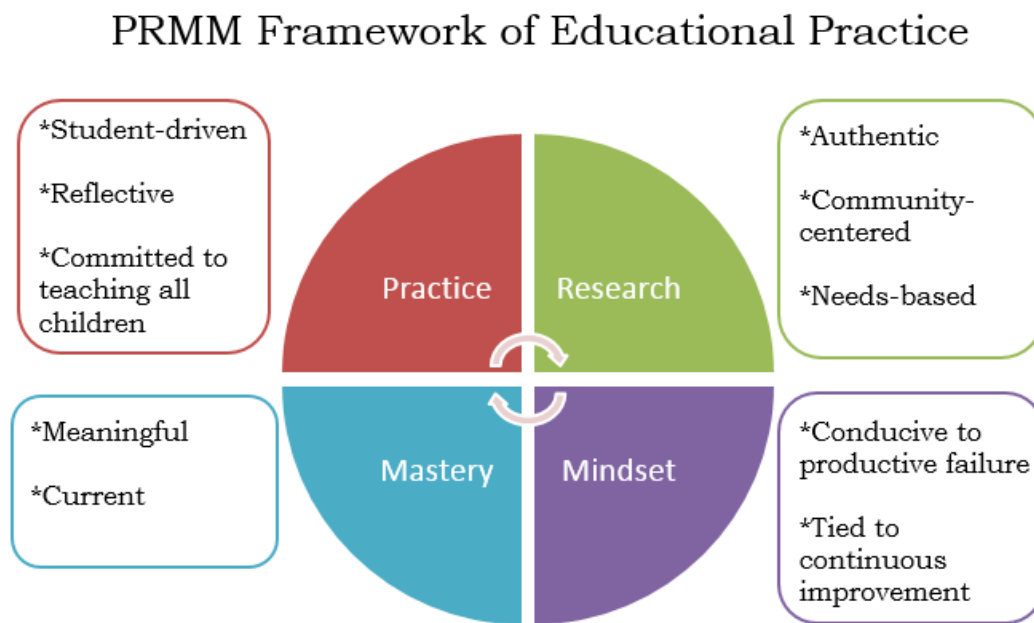
In keeping with the University's larger mission, the Teacher Education Program is designed around the following values clarification statement: "The primary purpose of teaching is to provide every child the opportunity and instruction needed to maximize his or her talents, ability, and ethical potential." Methodist University's Teacher Education Program aligns with the North Carolina Professional Teaching Standards, the InTASC Model Core Teaching Standards, and the PRMM Framework of Educational Practice (see Fig. 1).

Figure 1: Standard Alignment

PRMM Framework of Education Practice	NCPTS	InTASC Model Core
Practice that is reflective, student-driven, and committed to teaching all children	<p>Standard 2: Teachers establish a respectful environment for a diverse population of students</p> <p>Standard 4: Teachers facilitate learning for their students</p>	<p>Standard 1: Learner development</p> <p>Standard 2: Learning differences</p> <p>Standard 3: Learning environment</p> <p>Standard 8: Instructional strategies</p>
Research that is authentic, community-centered, and needs-based	<p>Standard 1: Teachers demonstrate leadership</p> <p>Standard 2: Teachers establish a respectful environment for a diverse population of students</p>	<p>Standard 6: Assessment</p> <p>Standard 10: Leadership and collaboration</p>
Mindset that is oriented towards continuous improvement and resilience	<p>Standard 1: Teachers demonstrate leadership</p> <p>Standard 4: Teachers facilitate learning for their students</p> <p>Standard 5: Teachers reflect on their practice</p>	<p>Standard 7: Planning for instruction</p> <p>Standard 8: Instructional strategies</p> <p>Standard 9: Professional learning and ethical practice</p> <p>Standard 10: Leadership and collaboration</p>
Mastery of content that is meaningful, research-based, and based on current best practices	<p>Standard 3: Teachers know the content they teach</p>	<p>Standard 4: Content knowledge</p> <p>Standard 5: Application of content</p>

The PRMM Framework of Educational Practice drives the design and delivery of teacher preparation programs across Methodist University. The framework is based on constructivist theories of teaching and learning; it places equal emphasis on four domains: teaching practice, research, mindset, and content mastery (Fig. 2)

Figure 2: PRMM Framework



Program Areas and Levels Offered

The Teacher Education Program, approved by the North Carolina Department of Public Instruction, offers the Bachelor of Arts or the Bachelor of Science degree with teacher licensure in the following specialty areas: Elementary Education (K-6); Special Education: General Curriculum (K-12); Middle Grades (Candidates must choose two concentrations from Mathematics, Social Studies, Science, or Language Arts); Physical Education and Health Education (K-12); Music Education (K-12); Art Education (K-12); Secondary Education (9-12) licensure in General Science, Social Studies, Mathematics, or English; and two add-on certification (K-12) in Academically/Intellectually Gifted and Teaching English

as a Second Language. At the graduate level, the MUTEP offers a Master of Education (M.Ed.) with concentrations in Special Education: General Curriculum, Literacy, Physical Education/Health Education, and Coaching/Athletic Administration. The Teacher Education Program offers a Licensure Only program.

Pathways Offered (Place an ‘X’ under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
x		x

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

In addition to a full scale program for Exceptional Children’s teachers (127 s.h.), all education students are required to complete a course in diverse populations (3 s.h.), a course in behavioral support interventions (3 s.h.), and a course in educational psychology (3 s.h.) to prepare to teach students with disabilities. Additionally, students are placed where possible in the field into classrooms that contain both neurotypical and EC students.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Methodist University offers an add-on license in English as a Second Language for interested students. All education students take courses that include content on teaching ESL students,

including EDU 2000 (Human Growth and Development), EDU 2550 (Diverse Learners), EDU 3300 (Educational Psychology), EDU 2510 (Foundations of Education), and methods courses.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

All education students take a 3 semester hour course titled Education Technology. Content learned in this class is then carried over into demonstration lessons and student-taught lessons that occur during field experience courses. Students are evaluated on their use of educational technology during field experience courses.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Methodist University prepares teachers to analyze student data in a variety of ways. We offer a 3 semester hour course titled Measurement, Assessment, and Evaluation of Educational growth. This course focuses exclusively on the use of data and its analysis. EDU 4500, Seminar in Education, contains a unit on quantitative data and its interpretation. Students demonstrate their ability to analyze student data through their field experience demonstration lessons and in student teaching, where one of the PPAT tasks focuses on gathering and analyzing student data.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

EDU 3410, Integrating the Arts, is a required course for all candidates seeking a license in Elementary Education. The course is designed to provide candidates with a foundation of knowledge regarding arts integration to meet the needs of a diverse population of learners. Candidates are required to create a variety of lessons that incorporate the arts as a teaching tool; they learn to choose appropriate activities that use arts as an instructional tool but also address diversity. Integrating arts through whole group, small group, and center-based instruction is emphasized. The class pairs field trips to area classrooms that engage in arts integration with a series of lectures by artists-in-residence.

Explain how your program(s) and unit conduct self-study.

In the Fall of 2016, the EDU department conducted a full-scale program evaluation. Data sources included archival documents, student interviews, faculty focus groups, faculty interviews, student work samples, PRAXIS test results, course evaluations, accreditation reports, course syllabi, and observation field notes. Results were compiled and shared with the Teacher Education Committee and University Provost in December 2016.

Recommendations resulting from the program evaluation are currently being implemented.

At the close of each academic year, each program is required to complete an Annual Report. Section I. of the report is the Unit Overview which includes: the number of majors, the number of minors, the number of graduates each semester, noted student accomplishments, the job and graduate school placement of graduating seniors, and the minutes of department meeting which include highlights to document discussions of assessment (e.g., results, plans, decisions, etc.)

Section II of the Annual Report, the Unit Assessment Update is directly tied to the manner in which the MUTEF conducts its self- study. This section includes the Mission/Purpose of the MUTEF and how it correlates with the University's mission. Each Student Learning Outcome is analyzed and reported in the following manner:

- a. Student Learning Outcome goal in measureable terms are reported.
- b. The Assessment Strategy (or Strategies) for that SLO are reported.

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- c. The Assessment Benchmark(s) to be met for the minimum satisfactory performance accepted for the SLO.
 - d. Assessment Results for that SLO are reported.
 - e. The Use of Assessment Results for that SLO.

The assessment results are discussed at the first Education Department meeting in the fall. Strategies are then designed and implemented to increase student learning outcomes.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Methodist University partners with proximate school systems to provide preservice candidates exposure to a variety of K-12 school settings and student populations. The majority of our candidates are placed in Cumberland County, where they experience a variety of educational settings throughout their three field experiences and student teaching.

Methodist university will comply with NCGS §115C-296.11(b)(4) using the following process: The semester prior to placement, the university will request updated low-performing school names from the LEA's Testing and Evaluation departments. The LEA will compile this list using EVAAS (or other authorized data sets if EVAAS is replaced). Based on this information, the university coordinator will work with the LEA coordinator to assign candidates to field experience sites. The university will also maintain a written record of student placements across all field experiences and student teaching; this record will ensure each candidate completes one full semester field placement in a low performing school. Junior and Senior candidates will receive priority placement at low-performing schools. This is to ensure the university is sending candidates with advanced content/pedagogy knowledge into the neediest classrooms. For Fall 2018, we have requested the LEA to place 100% of Field Experience II students in low-performing schools.

It may be the case that no low-performing schools are available, or low-performing schools do not have an available qualified mentor teacher as required by NCGS §115C-296.11(b)(3). If so, the university will use the LEA's differentiated school support model to guide placement. This model is an internal rank ordering of school sites based on performance and

growth data. The university will consult with the LEA to identify sites and request placement for students at schools the model designates as lower-performing. The university will also use the ranking when assigning practicums for other courses. Using local data has an additional benefit: since the LEA provides instructional support to these schools, candidates will have an opportunity to learn from district curriculum leaders. Additionally, our Field Experience Coordinator has sought to place 100% of students in Field Experience III into a differentiated support school.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Candidates in their senior year will enroll in two sequential courses. First semester seniors are required to take EDU 3420, the final field experience course. Second semester seniors who successfully complete EDU 3420 will take EDU 4210 (Student teaching). The field placement will be the same for both courses, so candidates will work for two semesters in the same classroom.

The Director of Student Teaching and Field Experience will identify the 16 week internship dates by reviewing the MU and local education agencies (LEA) calendars. Ideally, MU Teacher Candidates begin student teaching on the first day of the MU semester and continue through Wednesday of MU graduation week. If there is a case where a student cannot meet this schedule, the following alternate options will be used to ensure all hours are met:

1. Students begin student teaching during MU finals week of the semester *before* they enroll in EDU 4210 (1 week). The prior semester hours will fulfill (a) student teaching orientation requirements and (b) initial activities at the placement site, which are required by the new licensure exam (PPAT).
2. In the event MU choral students travel abroad and student teach in the same semester, the Director of Student Teaching and Field Experience will create an individualized student teaching schedule. It is likely that students who study abroad in

the student teaching semester will have to arrive on campus early or stay after graduation to complete the 16 weeks.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cumberland County Schools
Start and End Dates	Jan 1, 2018-Dec 31, 2018
Priorities Identified in Collaboration with LEAs/Schools	working with struggling readers (K-6); curriculum development (9-12);
Number of Participants	23
Activities and/or Programs Implemented to Address the Priorities	Reading buddies; placement of student teachers in courses needing curriculum development
Summary of the Outcome of the Activities and/or Programs	One on one reading interventions throughout the academic year led to statistically significant gains in reading ability on standardized literacy assessment; Curriculums developed for 10th grade Anatomy and Physiology course and 9th grade Zoology course in consultation with teacher of record, student teacher, and student teacher clinical supervisor
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Capitol Encore Academy (public charter)
Start and End Dates	March 2017-Dec. 31, 2020
Priorities Identified in Collaboration with LEAs/Schools	implementing gifted education services (K-8)
Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	created identification procedures; administered attitudinal survey to faculty; began needs assessment; developed task force of school personnel
Summary of the Outcome of the Activities and/or Programs	project is still in progress; disaggregated data from survey; professional development with task force scheduled for August

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	1
Female	14
Race/Ethnicity	Number
Hispanic / Latino	2

Asian	0
African-American	1
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	10
Multi-Racial	0
Student does not wish to provide	2

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	3	White	5
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	3	Total	5
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	

	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten						
Elementary		3				
MG						
Secondary		1				
Special Subjects		1				
EC						
VocEd						
Special Services						
Total	0	4	0	0	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Methodist	2	*	*
Bachelor	State	3,186	85	67

**E. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in 2018-2019.**

LEA	Number of Teachers
Cumberland County Schools	185
Harnett County Schools	32
Wake County Schools	26
Johnston County Public Schools	14
Hoke County Schools	9
Sampson County Schools	9
Carteret County Public Schools	7
Duplin County Schools	7
Charlotte-Mecklenburg Schools	7
Onslow County Schools	7

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	498.00
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.33
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing

Elementary (grades K-6)	5	5	4	*	5	40	5	60
M.G. Language Arts	1	1	1	*	1	*	1	*
M.G. Math	1	1	1	*	1	*	1	*
M.G. Science	1	1	1	*	1	*	1	*
M.G. Social Studies	1	1	1	*	1	*	1	*
English	1	1	1	*	1	*	1	*
Physical Education	1							
Health and Physical Ed	1							
Institution Summary	10	8	7	57	8	63	8	75
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.								
**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	4	1				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full- time in institution	Appointed part-time in professional education, not
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		otherwise employed by institution
4	1	1

J. Field Supervisors to Students Ratio (include both internships and residencies)

4:9

K. Teacher Effectiveness

Institution: Methodist University							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			77.8%	N/A		9	9
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			77.8%	N/A		9	9
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			100.0%			9	9

State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			88.9%	N/A		9	9
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			77.8%	N/A		9	9
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	N/A	66.7%	N/A	9	9		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		